DOCUMENT RESUME

ED 448 964 RC 022 724

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TITLE Title IX Program Evaluation: Corresponding with FY 98 Application for Grants. Albuquerque Public Schools, 1997-98.
INSTITUTION Albuquerque Public Schools, NM. Research, Development, and Accountability.
PUB DATE 1999-09-00
NOTE 12p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; *American Indian Education; Cultural Awareness; Elementary Secondary Education; *Intervention; *Parent Participation; *Professional Development; *Program Effectiveness; Program Evaluation; Service Learning; *Tutoring
IDENTIFIERS *Albuquerque Public Schools NM; American Indian Students; Johnson O Malley Act; Title IX Education Amendments 1972

ABSTRACT

Title IX and Johnson O'Malley services were provided to 1,495 Native American students at 10 Albuquerque (New Mexico) elementary, middle, and high schools and the Homework Center during the 1997-98 school year. The five goals of the Title IX program were to provide: (1) intervention assistance for students, in which students, parents, and staff set goals in areas such as attendance and behavior problems; (2) tutoring assistance, which focused on language arts and math at the elementary level and added science and social studies at the secondary level; (3) student participation in cultural, social, or academic activities to promote good citizenship, community service, and personal responsibility; (4) parent participation in cultural, social, or academic activities, promoted through announcements in newsletters, letters sent home with students, and announcements at parent meetings; and (5) professional development in sensitive cultural issues that impact Native American student performance. In intervention and tutoring assistance, each school level surpassed its goal. The homework center was most effective, followed by assistance at the middle and elementary school levels. Students reported 99.5 percent of the time that the social, cultural, and academic activities were beneficial. Because of low survey response rates, parent participation was difficult to evaluate, but 88 percent of the 18 respondents thought the activities were beneficial to students. Ninety-eight percent of respondents thought that the professional development was somewhat beneficial. (TD)

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1997-1998 TITLE IX EVALUATION REPORT

Albuquerque Public Schools Indian Education unit is responsible for 4,498 Native American students. The Title IX program operates under the supervision of the APS Indian Education unit. In the 1997-1998 school year, Title IX and Johnson O'Malley program services were provided to 1,495 eligible students. Remaining Native American students were served through other means. Eleven staff members provided Title IX and Johnson O'Malley services to eligible students at the school sites or the Homework Center. Participating schools included: Whittier, La Mesa, Emerson, Hayes, Van Buren, Wilson, Rio Grande, West Mesa, Albuquerque, Highland. The Homework Center operated in the Montgomery Complex.

METHODS

Title IX staff members maintain a master list of all Native American students within the district. Additionally, a quarterly record is kept for all students who are provided service via intervention or tutoring goals. Within the quarterly record, the teacher enters student progress on the project-developed teacher rating scale. Finally, a yearly record is kept for assessing student progress via their grade point average.

LIMITATIONS

Title IX staff have meticulously maintained paper records and computer records. There are three sets of records; a master list, quarterly reports and a yearly report. Currently there is no way to reliably merge data from the three sets of records used to track student progress. Therefore, summaries necessarily reflect duplicate student records.

GOALS

There are five goals of the Title IX program as presented in the FY 98 grant application: 1) provide intervention assistance for students, 2) provide tutoring assistance, 3) provide opportunities for student participation in cultural and social activities, 4) provide opportunities for parents' participation in cultural and social activities, 5) provide professional development opportunities for APS staff.

I. "Provide intervention assistance for students"

Intervention assistance (facilitation) involves students, parents and district personnel in collaboratively finding solutions to nonacademic, educationally related issues such as: medical issues, attendance problems, and behavior. Students, staff and parents agree upon goals that Title IX staff monitor on a quarterly basis using a teacher implemented rating scale as well as

quarterly grade point averages. Throughout the school year, Indian Education staff and classroom teachers engage students in activities designed to help the students achieve their goals.

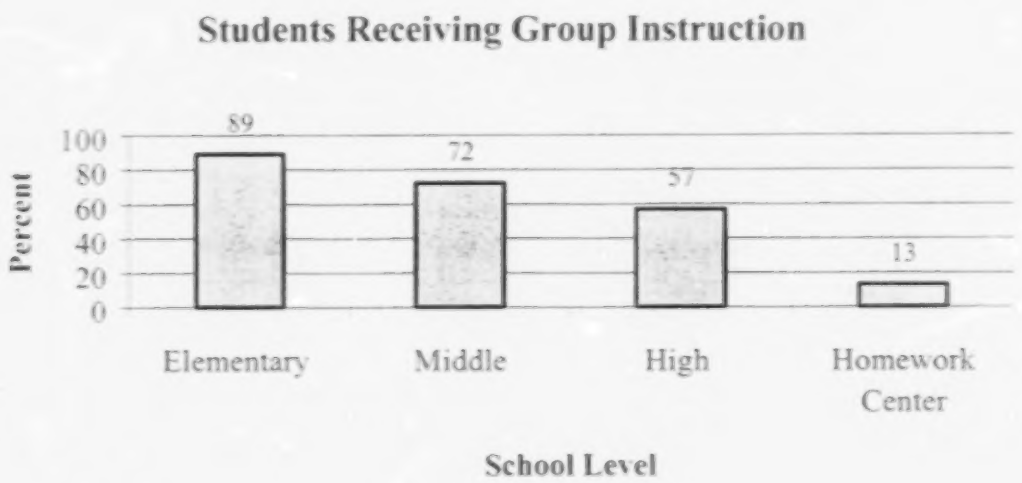
II. "Provide tutoring assistance as an intervention"

Tutoring assistance is designed to improve the performance of Native American students at all levels of ability. Tutoring assistance generally follows district goals. At elementary schools, tutoring assistance focuses on language arts and math, while in secondary schools the focus broadens to include science and social studies. Students may receive instruction individually or in small groups within their classroom setting or in a separate setting (pullout style). Title IX staff members monitor tutoring goals using the quarterly teacher rating scale and quarterly grade point averages. Staff provided academic encouragement for finishing homework, clarification of classroom teacher's instructions, or facilitation in procuring materials. An additional mechanism of providing academic assistance is the Homework Center, which is available to any eligible student from pre-kindergarten through 12th grade. The Homework Center was available Tuesdays and Thursdays after school until 8pm and was staffed by a certified teacher and at times parent volunteers. Computers with educational enrichment software, internet access, multimedia applications and standard office software are available for student use.

Title IX staff members used the same method of tracking the intervention and tutoring goals, so the results of both goals will be presented in this section. First, an analysis of individual versus group assistance is presented. Next, intervention and tutoring goals are assessed using a teacher rating scale implemented by Title IX staff, and by analyzing student grades directly.

Service Method: Group versus Individual Tutoring

Students may be served in groups or individually. A higher percentage of young students received group instruction than older students. By design, the Homework Center provides mostly individual assistance. Students attend at their own or their parents' convenience.



Teacher Rating Scale Analysis

Teachers may have developed more than one goal for each student. At the three levels plus the homework site, Title IX staff developed 2172 goals for 1329 students. The table below shows the average number of goals per student by school level.

	Elementary School	Middle School	High School	Homework Center
# of Students	377	370	450	200
# of Goals	500	791	658	223
Average # Goals/Student	1.33	2.14	1.46	1.12

Intervention and tutoring goals are combined in the tables below because they were not coded separately. Additionally, the varying number of goals per student required analyzing only the first goal for each student. Students who had one or more semesters of teacher rating scale scores were included. Additionally, students from each quarter were grouped to reveal the percentages shown in the tables. The teacher rating scale was designed to represent A through F grades or their symbolic counterparts (elementary schools use symbols that correspond to letter grade). A score of one is the lowest grade and five represents the highest grade. The percent of student's ratings that met the project goal are shown in the shaded areas. The percent of students showing an increase in ratings pre to post are noted with an asterisk.

Elementary Schools

Students in elementary school maintained or improved their personal objective 94.1% of the time.

POST Quarter Teacher Rating

PRE Quarter Teacher Rating	1	2	3	4	5
1	4.8%	8.5%*	5.3%*	1.9%*	1.3%*
2	0.3%	6.4%	14.3%*	3.4%*	2.4%*
3	0.3%		7.4%	19.4%*	0.8%*
4			0.5%	7.2%	12.7%*
5					3.2%

Middle Schools

Students in middle school maintained or improved their personal objective 94.9% of the time.

POST Quarter Teacher Rating

PRE Quarter Teacher Rating	1	2	3	4	5
1	3.0%	9.5%*	5.1%*	6.8%*	9.2%*
2	0.3%	2.4%	13.5%*	5.1%*	1.4%*
3		0.3%	2.7%	13.8%*	1.1%*
4		0.3%	0.3%	18.1%	4.3%*
5		0.3%	0.3%	0.3%	2.2%

High Schools

Students in high school maintained or improved their personal objective 90.5% of the time.

POST Quarter Teacher Rating

PRE Quarter Teacher Rating	1	2	3	4	5
1	3.6%	5.1%*	8.0%*	0.4%*	
2	3.1%	7.1%	2.4%*	1.8%*	0.4%*
3	0.4%	0.9%	14.2%	12.7%*	2.4%*
4	0.4%	0.2%	0.7%	16.4%	8.4%*
5				0.2%	10.9%

Homework Center

Students participating in the homework center maintained or improved their personal objective 99% of the time.

POST Quarter Teacher Rating

PRE Quarter Teacher Rating	1	2	3	4	5
1	1.0%	2.5%*			
2		5.0%	44.5%*		
3			13.5%	22.5%*	
4				9.5%	
5					1.5%

Each school level surpassed its stated goal, and the homework center appeared to be most effective. In this analysis, assistance at elementary and middle school appears to be slightly more effective than at high school. The homework center's effectiveness may be a reflection of parent involvement since students must be transported to the homework center. Additionally, many students who availed themselves of the Homework Center also received assistance at school. In effect, the students at the homework center were often getting twice the assistance that other students received.

Grade Point Average Analysis

It was possible to see if grades as reported by project staff were affected by tutoring or intervention activities. The table below shows the percentage of students who had intervention or academic goals and whose grades improved. Some students' records did not show all four quarters of data. Such missing data was thought to be due to student mobility. Therefore, improvement was defined as any increase from the first quarter with a recorded grade to the last quarter with a recorded grade. Interventions in elementary and middle school appear to improve more students' grades than intervention in high school.

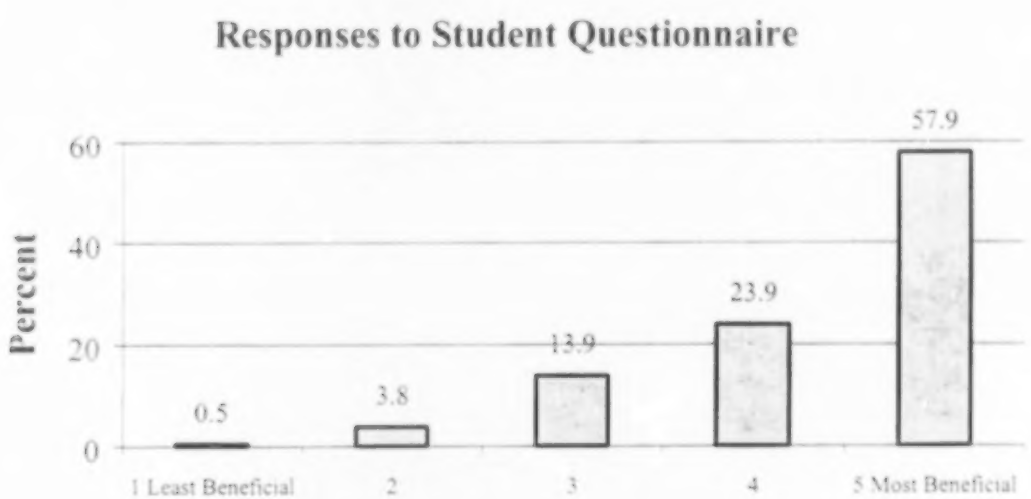
Percent of student with tutoring or intervention goals whose grades improved.

Elementary Schools	Middle Schools	High Schools	Home Work Center
48.1	38.5	13.4	33.3

III. **"Provide for student participation in cultural, or social, or academic activities to good citizenship, community service, or personal responsibility"**

To meet this goal a variety of activities are planned at the school level. Field trips to Pueblo feast days and community service projects are examples. Other district activities include American Indian Knowledge Quest and Indian Week activities.

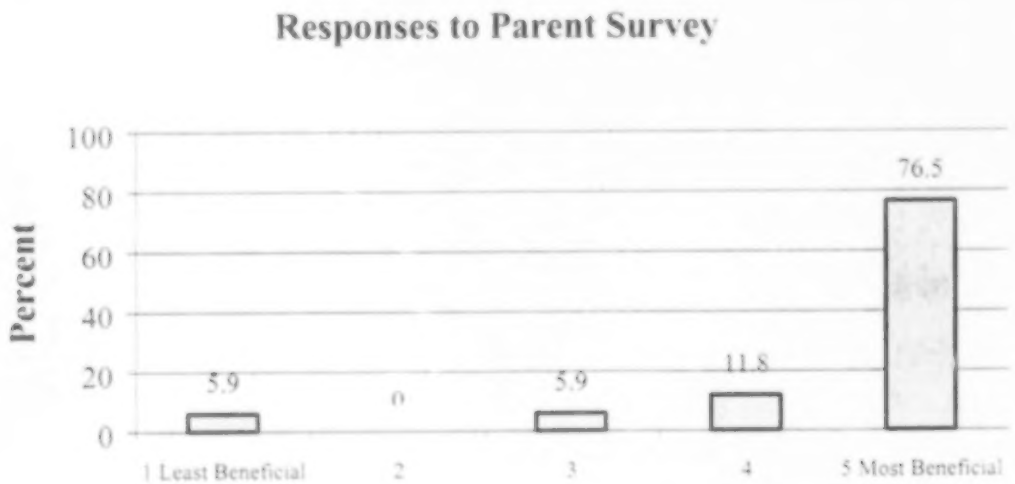
The activity questionnaire was filled out by 387 students. Students were asked if they felt they had benefited from the activity. Students responded yes 85% of the time. Students left the question blank or answered don't know 7% of the time, while 8% responded no. Responses to the explanation of the ratings were analyzed if the response was no. All but one of the no responses came from two schools. The students responding indicated a lack of engagement in the activity. Next, students were asked to rate how beneficial the activity was. Students rated the activity as beneficial (2 or above as defined by the grant application) 99.5% of the time. Fourteen students left the rating blank or wrote in don't know.



IV. "Provide for parent participation in cultural, or social or academic activities"

Parents were invited to participate in social, cultural, and academic activities through announcements in newsletters, letters sent home with students, and announcements at meetings of parents of Indian students.

There were only 18 responses. One respondent left blank the question of whether the students benefited from the activity, and another left the rating blank. Parents were asked if they thought activities were beneficial to students and to rate how beneficial these activities were. Eighty eight percent of the respondents indicated they thought the activity was beneficial to the students, and parents rated the activity as beneficial (2 or above) 94.1% of the time.

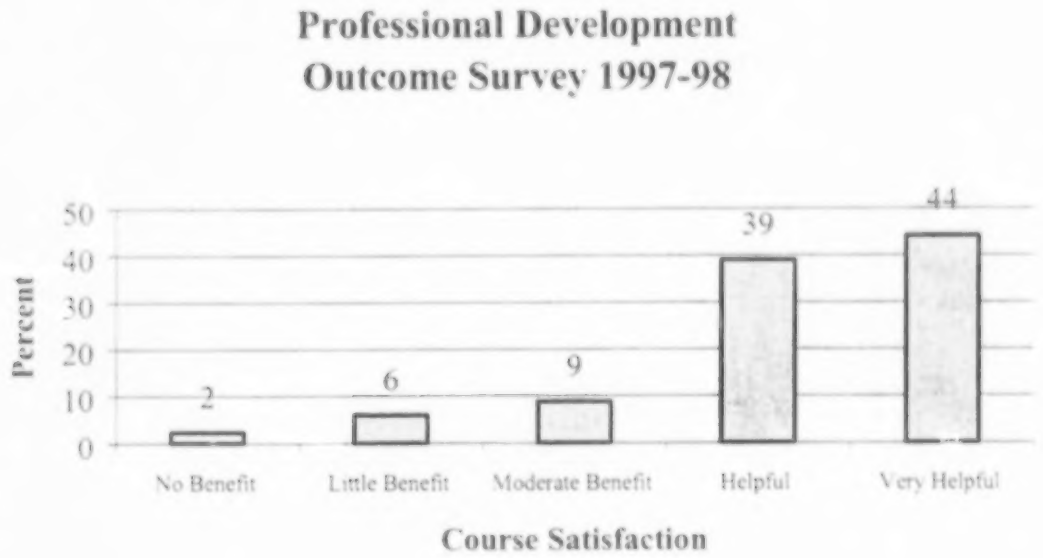


The small number of survey responses makes this goal difficult to interpret. Low response rate is commonly due to poor survey instruments or lack of vigilance at collecting surveys. The small number of surveys may indicate low parent participation in the activities. It is not known how many parents actually participated in activities. Paperwork load for site teachers may be minimized by simply asking for an annual report of the titles of each activity and for the number of parents who participated in each activity. Once parent participation reaches sufficiently large numbers, surveys may be used to inform planning and improve services to students.

V. **"Provide professional development training activities relating to American Indian students for school site administrators and classroom teachers"**

Staff development activities are planned annually based on a needs assessment survey of Native American students and their parents. The results indicated the continued need for the district's employees to demonstrate a better understanding and knowledge of the sensitive cultural issues that impact student educational progress and outcomes. Staff development courses are designed to meet this need, and are offered to school staffs at sites where eligible students are enrolled. Topics covered in staff development courses include Native American students' cultural uniqueness, traditions of relations with the dominant culture, motivational style, and learning styles of Native American students.

One course was offered at each of 11 sites, and 220 APS staff participated. Evaluation forms were completed by 136 of those participants (62%). Participants reported 83% of the time that the course was helpful or very helpful. Participants reported 8% of the time that the course was of little benefit or no benefit. Almost 9 % of the participants reported that the course was of moderate benefit. The measure of improvement as stated in the grant application was a score of 2 or better on the beneficial rating scale. Respondents indicated 98% of the time that the professional development was somewhat beneficial.



CONCLUSIONS

Maintaining a relational database will minimize record keeping for Title IX/Johnson O'Malley staff members, will facilitate the evaluation process, and will ultimately yield information that has more instructional usefulness. Nevertheless, general analysis indicates success in every goal area. Since assistance at elementary school shows the best results, Title IX staff may discuss the apparent benefits of early assistance and its relation to students who later drop out. It may be that early assistance reduces the number of dropouts at later grades.

In past years, Title IX/Johnson O'Malley staff members have used tutoring assistance to describe program services. As the Title IX program grew and increased the amount of group services provided, the term tutoring was not applicable because the term implied one-to one assistance. Title IX/Johnson O'Malley staff members found the term literacy skill building to be a more accurate description of services. The current project faces another potential confusion point with the term academic assistance. Title IX/Johnson O'Malley staff members use the term academic assistance to describe skills identified in the District Core Curriculum Scope and Sequence as process skills. Aligning terms in student goals to district curriculum guides may enhance communication between program and school staff.

Students reported 99.5% of the time that the social, cultural and academic activities were beneficial. Title IX/Johnson O'Malley staff members may wish to analyze the responses from the two schools that contributed the dissenting views for the purpose of staff development.

Because of the low numbers of survey responses parent participation is difficult to evaluate. Title IX/Johnson O'Malley staff members may concentrate efforts on describing parent participation in other ways.

Professional development efforts may require further modifications because of its successes. As training recipients become increasingly sophisticated about the subject matter, it is more difficult to satisfy their desire to learn more. Adding intermediate and advanced professional development classes may enable Title IX/Johnson O'Malley staff members to meet the needs of various levels of teacher experience.